

UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Political Science

(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER V



**Applicable for students registered with Regular Colleges, Non Collegiate
Women's Education Board and School of Open Learning**

List of Papers and Courses for Semester V

Core Course

5.1 Paper XI - Classical Political Philosophy

5.2 Paper XII - Indian Political Thought - I

Discipline Specific Elective (DSE)

1. Citizenship in a Globalizing World

2. Human Rights in a Comparative Perspective

3. Development Process and Social Movements in Contemporary India

4. Public Policy in India

5. Colonialism and Nationalism in India

6. India's Foreign Policy in a Globalizing world

7. Feminism: Theory and Practice

8. Dilemmas in Politics

2.1. Semester-wise Distribution of Courses.

B.A (Honours) Political Science

S. NO.	PAPER	
	SEMESTER - V	
5.1	Classical Political Philosophy	Core Discipline - 11
5.2	Indian Political Thought - I	Core Discipline - 12
5.3 & 5.4	Any Two of the Following	Discipline Specific Elective (DSE) I & II
A	Citizenship in a Globalizing World	
B	Human Rights in a Comparative Perspective	
C	Development Process and Social Movements in Contemporary India	
D	Public Policy in India	
E	Colonialism and Nationalism in India	
F	India's Foreign Policy in a Globalizing World	
G	Feminism: Theory and Practice	
H	Dilemmas in Politics	

Courses for Programme B.A. (Hons) Political Science

Paper XI - Classical Political Philosophy

(5.1)

Core Course - (CC) Credit:6

Course Objective

This course goes back to Greek antiquity and familiarizes the students with the manner in which the political questions were first posed and are being answered in normative ways. The aim is to introduce to the students the questions, ideas and values of political philosophy which are being addressed by the political philosophers as part of contemporary political thinking. In this manner students would be familiarized with the theoretical origins of key concepts in political science.

Course Learning Outcomes

By the end of the course students would be able to:

- Understand how to read and decode the classics and use them to solve contemporary socio-political problems.
- Connect with historically written texts and can interpret it in familiar way (the way Philosophers think).
- Clearly present their own arguments and thoughts about contemporary issues and develop ideas to solve them through logical validation.

Unit 1

Text and Interpretation (1 week)

Unit 2

Antiquity

Plato (2 weeks)

Philosophy and Politics, Virtues, Justice, Philosopher King/Queen, Communism, Plato on Democracy, Women and Guardianship, Philosophic Education and Good

Aristotle (2 weeks)

Forms, Virtue, man as zoon politikon, Citizenship, Justice, State and Household, Classification of governments

Unit 3

Interlude:

Machiavelli (2 weeks)

Vice and Virtue, Analyzing Power through Prince, Religion and morality, Republicanism, statecraft

Unit 4

Possessive Individualism

Hobbes (2 weeks)

Human nature, State of Nature, Social Contract and role of consent, State and sovereignty

Locke (2 weeks)

Laws of Nature, Natural Rights, Justification of Property, Right to Dissent

References

I. Text and Interpretation

T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.

Rawls, J. *Lectures on the History of Political Philosophy*, Harvard University Press, London, Introduction: 1-20.

Q. Skinner, (2002) '*Vision of Politics*' Volume I, Meaning and understanding in the history of Ideas, Cambridge: Cambridge University Press, pp57-89.

II. Antiquity

Plato, *Republic*, Chapters, trans. G.M.A Grube, revised by C.D.C. Reeve. Indianapolis: Hackett, 1992.

Plato, Sanford Encyclopaedia of Philosophy, <https://plato.stanford.edu/entries/plato/>

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.

R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 1-50.

C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 62-80.

Aristotle, *Politics*, Chapters, trans. C.D.C. Reeve (called "Politics") Indianapolis: Hackett, 1998

Aristotle, Stanford Encyclopaedia of Philosophy, <https://plato.stanford.edu/entries/aristotle-politics/>

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 53-64.

T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp.81-99.

C. Taylor, (1995) 'Politics', in J. Barnes (ed.), *The Cambridge Companion to Aristotle*, Cambridge: Cambridge University Press, pp. 232-258.

III. Interlude

Machiavelli, *Republic*, Chapters XII, XVII, XXI, Mansfield, Harvey C. (1985) The University of Chicago Press: Chicago and London.

Machiavelli, <https://plato.stanford.edu/entries/machiavelli/>, Stanford Encyclopaedia of Philosophy.

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 124-130.

Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53.

J. Femia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 163-184.

IV. Possessive Individualism

Hobbes, T. *Leviathan*, Chapters 1, 2, 3, Curley, Edwin (1994), Hackett Publishing Company, Inc: Indiana.

Rawls, J. *Lectures on the History of Political Philosophy*, Harvard University Press, London pp.23-94.

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education pp. 131-157.

D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 189-206.

C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 17-29.

Locke, J. *Two Treatise of Government* (Cambridge: CUP, 1988), Book II, Chapter 1-5.

Rawls, J. *Lectures on the History of Political Philosophy*, Introduction: 103-38.

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 181-209.

J. Waldron, (2009) 'John Locke', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 207-224.

C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214.

Additional Resources:

J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.

Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.

S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50.

R. Kraut, (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 311-337.

- T. Saunders, (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 464-492.
- J. Coleman, (2000) 'Aristotle', in J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp.120-186.
- D. Hutchinson, (1995) 'Ethics', in J. Barnes, (ed.), *The Cambridge Companion to Aristotle*, Cambridge: Cambridge University Press, pp. 195-232.
- I. Hampsher-Monk, (2001) 'Thomas Hobbes', in *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 1-67.
- A. Ryan, (1996) 'Hobbes's political philosophy', in T. Sorell, (ed.) *Cambridge Companion to Hobbes*, Cambridge: Cambridge University Press, pp. 208-245.
- R. Ashcraft, (1999) 'Locke's Political Philosophy', in V. Chappell (ed.) *The Cambridge Companion to Locke*, Cambridge. Cambridge University Press, pp. 226-251.
- I. Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 69-116.

Readings in Hindi

- सी. एल. वेपर (1954), राज दर्शन का स्वाध्ययन, इलाहाबाद: किताब महल.
- जे. पी. सूद (1969), पाश्चात्य राजनीतिक चिंतन , जय प्रकाश नाथ और कंपनी.

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

Philosophy, politics, virtue, human nature, power, republicanism, social contract, sovereignty

Paper XII - Indian Political Thought - I

(5.2)

Core Course - (CC) Credit:6

Course Objective

The primary objective of the course is to make students familiar with the works and studies related to Indian Political Thought. This course introduces the specific elements and diverse spectrum of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes and facilitated socio-political transformation. The course as a whole is meant to provide a sense of the broad streams of Indian thought, while encouraging a specific knowledge of individual thinkers and texts. The ideas contain classical as well as medieval approaches to the issues in existence in the Indian society. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

Course Learning Outcomes

Having successfully completed this course, student will be able to demonstrate knowledge and understanding of basic concepts of ancient and medieval Indian political thought that are prevalent traditions of thought in India and develop a comparative understanding of Indian and western political thought. This course will also help students to identify and describe the key characteristics of Indian political thought and develop a strong understanding of selected historiographical debates.

Unit 1

Traditions of Pre-colonial Indian Political Thought (10 lectures)

- a) Epistemic Foundations of Indian Political Thought
- b) Brahmanic, Shramanic, Islamic and Syncretic.

Unit 2

Manu: Social Laws (6 lectures)

Unit 3

Kautilya: Theory of State (6 lectures)

Unit 4

Ved Vyasa (Shantiparva): Rajadharma (5 lectures)

Unit 5

Aggannasutta (Digha Nikaya): Theory of kingship (5 lectures)

Unit 6

Barani: Ideal Polity (6 lectures)

Unit 7

Abul Fazal: Monarchy (5 lectures)

Unit 8

Kabir: Syncretism (5 lectures)

References

I. Traditions of Pre-colonial Indian Political Thought:

Singh, Aakash, Silika Mohapatra (2010): *Indian Political Thought, A Reader*, New Delhi: Routledge.

Varma, Vishwanth Prasad, *Hindu Political Thought and Its Metaphysical Foundations*, Motilal Banarsidass, Delhi 1952.

R.S. Sharma, *Aspects of Political ideas and institutions in Ancient India*, Delhi, 1959.

B. Parekh (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham & K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 17- 31.

A. Altekar (1958) 'The Kingship', in *State and Government in Ancient India*, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108.

M. Shakir (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 142- 160.

G. Pandey, (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*, Ahmedabad: L. D. Institute of Indology, pp. 52-73.

S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge, pp.1-31.

II Manu: Social Laws

Manu (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. & trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharmasastra*, New Delhi: OUP, pp.208-213.

V. Mehta (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.

R. Sharma (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251.

P. Olivelle (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.

III. Kautilya: Theory of State

Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthashastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.

V. Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.

R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, rpt., pp. 116- 142.

IV. Ved Vyasa (Shantiparva): Rajadharma

The Mahabharata (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.

V. Varma, (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass, pp. 211- 230.

B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in *The Mahabharata: An Inquiry in the Human Condition*, Delhi: Orient Longman, pp. 418- 464.

V. Agganna Sutta (Digha Nikaya): Theory of Kingship

S. Collins, (ed), (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy, pp. 44-49.

S. Collins, (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Akademi, pp. 1- 26.

B. Gokhale, (1966) 'The Early *Buddhist* View of the State', in *The Journal of Asian Studies*, Vol. XXVI, (1), pp. 15- 22.

VI. Barani: Ideal Polity

I. Habib, (1998) 'Ziya Barni's Vision of the State', in *The Medieval History Journal*, Vol. 2, (1), pp. 19- 36.

VII. Abul Fazal: Monarchy

A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57.

V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political thought*, Delhi: Manohar, pp. 134- 156.

VIII. Kabir: Syncreticism

Kabir. (2002) *The Bijak of Kabir*, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.

V. Mehta, (1992) *Foundation of Indian Political Thought*, Delhi: Manohar, pp. 157- 183.

G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectual*, Delhi: Navayana, pp. 91- 107.

Additional Resources:

Classic Readings

P. Olivelle, (2006) *Manu's Code of Law: A Critical Edition and Translation of the Manava – Dharmasastra*, Delhi: Oxford University Press.

R. Kangle, (1997) *Arthashastra of Kautilya-: A Study*, Delhi: Motilal Banarsidass,

S. Collins, (ed), (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy,

A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse

Kabir. (2002) *The Bijak of Kabir*, (translated by L. Hess and S. Singh), Delhi: Oxford University Press.

Readings in Hindi

हरिश्चंद्र शर्मा (1970) कौटलीय अर्थशास्त्र ' प्राचीन भारतीय राजनितिक विचार और संस्थायें कॉलेज बुक डिपो जयपुर <https://ia801600.us.archive.org/8/items/in.ernet.dli.2015.401872/2015.401872.Ancient-Indian.pdf>

रुचि त्यागी (2015) प्राचीन एवं मध्यकालीन भारत का राजनितिक चिंतन दिल्ली यूनिवर्सिटी प्रेस
हरिश्चंद्र वर्मा (१९९९) मध्यकालीन भारत वॉल्यूम १ एंड २ म चॉद एंड कंपनी दिल्ली

Additional Reading:

Omvelt, Gail (1991): Dalits and the Democratic Revolutions: Dr. Ambedkar and the Dalit Movement in Colonial India, New Delhi: Sage.

Appadorai, Arjun .Political thoughts in India: 400 B.C. – 1980, Rupa Publications

J. Spellman, (1964) ‘Principle of Statecraft’, in *Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300*, Oxford: Clarendon Press, pp. 132- 170.

Sarvepalli Radhakrishnan & Charles Moore, A Source Book in Indian Philosophy, Princeton University Press, 1951.

Amartya Sen, An Argumentative Indian: Writings on Indian History, Culture and Identity, London, Allen Lane, 2005

K.K. Mittal, Materialism in Indian Thought, New Delhi, Munshiram Manoharlal Publishers, 1974.

L. Jayasurya, ‘Budhism, Politics and Statecraft’, International Journal of Buddhist Thought & Culture, 11, 2008.

M. Alam, (2004) ‘Sharia Akhlaq’, in *The Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 26- 43

M. Alam, (2004) ‘Sharia in Naserean Akhlaq’, in *Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 46- 69.

I. Habib, (1998) ‘Two Indian Theorist of The State: Barani and Abul Fazal’, in *Proceedings of the Indian History Congress*. Patiala, pp. 15- 39.

L. Hess and S. Singh, (2002) ‘Introduction’, in *The Bijak of Kabir*, New Delhi: Oxford University Press, pp. 3- 35.

Teaching Learning Process

The teaching leaning process will include creative and constructive methods. On the one hand teachers will use original excerpts of the indicated texts and on the other hand they shall help the students to understand the relevance of these works in present time. Class lectures will use discursive techniques that will encourage critical thinking and help students undertake comparisons or co-relations between various topics. Power point presentations and critical questioning emphasizing the importance of traditions/ Thinkers will break the monotony of history and help them see the present in relation to past.

Assessment Methods

Individual/Group presentation and MCQ type test will be used. It will further e accompanied with assessment based on evaluation of Projects in small groups based on individual topics.

Keywords

Brahmanism, Shramanism, Kautaliya, Shanti Parva, Syncretism, Manu

Discipline Specific Elective Courses (eight)

DSE1 - Citizenship in a Globalizing World (C.1)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

The aim of this course is to introduce different trajectories of the debates concerning citizenship. It delves into the relationship between the individual and the collective, the meaning of membership, and the distribution of benefits and burdens of that membership and how these normative dimensions of citizenship have changed over time.

Course Learning Outcomes

After completing this course students will be able to:

- Develop a broad historical, normative and empirical understanding of the idea of citizenship.
- Understand different trajectories of the development/evolution of the concept of citizenship.
- Understand/assess some of the major ethical challenges that citizenship faces in the wake of globalization and the rapidly proliferating idea about the need of accommodating diversity in multicultural political settings.

Unit 1:

Classical conceptions of citizenship.

Unit 2:

The Evolution of Citizenship and the Modern State

Unit 3:

Citizenship and Diversity

Unit 4:

Citizenship beyond the Nation-state: Globalization and global justice

Unit 5:

The idea of cosmopolitan citizenship

References:

Acharya, Ashok. (2012) Citizenship in a Globalising World. New Delhi: Pearson.

Beiner, R. (1995) Theorising Citizenship. Albany: State University of New York Press.

- Heater, Derek. (2002). *World citizenship: cosmopolitan thinking and its opponents*. New York: Continuum. (Chapter 3: Identity and Morality)
- Held, David (1995), *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance* (Stanford: Stanford University Press).
- Kymlicka, W.(1995). *Multicultural Citizenship*, Oxford: Oxford University Press.
- Kymlicka, W. (2000). “Citizenship in Culturally Diverse Societies: Issues, Contexts, Concepts”, in W. Kymlicka, W. Norman (eds.) *Citizenship in Diverse Societies*, Oxford: Oxford University Press, 1-41.
- Kymlicka, W. (1999), “Citizenship in an Era of Globalization: A Response to Held,” in I.Shapiro & C. Hacker-Cordon (eds.), *Democracy's Edges* (Cambridge, UK: Cambridge University Press).
- Linklater, A., 1999, “Cosmopolitan Citizenship”, in *Cosmopolitan Citizenship*, K. Hutchings, R. Danreuther (eds.), New York: St-Martin’s Press, 35-60.
- Miller, David. (2012). “Cosmopolitanism”, in G.W. Brown & D. Held (Eds.), *The cosmopolitan reader* (pp. 377-392). Malden, MA: Polity Press.
- Miller, D. (2007). *National Responsibility and Global Justice*, Oxford: Oxford University Press.
- Norman, W. & Kymlicka, W. (2003). “Citizenship”, in R. G. Frey & C. H. Wellman (eds.) *A Companion to Applied Ethics*, Oxford: Blackwell Publishing Ltd.
- Nussbaum, Martha. (2012). Patriotism and Cosmopolitanism. In G.W. Brown & D. Held (Eds.), *The Cosmopolitan Reader* (pp. 155-162). Malden, MA: Polity Press.
- Oliver, D. & D. Heater (1994). *The Foundations of Citizenship*. London, Harvester Wheatsheaf.
- Parekh, B.(2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, Cambridge, MA: Harvard University Press.
- Pogge, T. W.(1992). “Cosmopolitanism and Sovereignty”, *Ethics*, 103: 58–75.
- Scholte, Jan Aart (2000), *Globalization: A Critical Introduction* (New York: St. Martin's).
- Tan, K.-C., 2004, *Justice Without Borders. Cosmopolitanism, Nationalism and Patriotism*, Cambridge: Cambridge University Press.
- Zolo, D. (1997), *Cosmopolis: Prospects for World Government*, Cambridge, UK: Polity Press.

Additional Resources:

Classic Readings

- Aristotle, *The Politics*, trans. T. A. Sinclair, revised by T. J. Saunders (London: Penguin, rev. edn. 1981)
- Barker, Ernest. (1959) *The Political Thought of Plato and Aristotle*, London: Methuen, 1906; reprinted, New York: Russell & Russell.
- Kant, I. , 1795, “Perpetual Peace”, in *Kant’s Political Writings*, H. Reiss (ed., trans.), 2nd edn, Cambridge: Cambridge University Press, 1991.

Marshall, T. H, 1950, *Citizenship and Social Class and Other Essays*, Cambridge: Cambridge University Press.

Readings in Hindi

भार्गव, राजीव. और अशोक आचार्या (एड.), राजनीतिकसिधांत: एकपरिचय, दिल्ली: पिएर्सन, 2008.

कुमार, संजीव (एड.), राजनीति सिद्धान्त की समझ, दिल्ली: ओरिएंट ब्लैकस्वान, 2019.

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit, they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

citizenship, state, diversity, cosmopolitanism, global justice

DSE2 - Human Rights in a Comparative Perspective (C.2)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

The aim of the course is to make students aware about the different strands in the debates on human rights and its evolution through historical and contemporary times. The course aims at providing students conceptual tools to understand what the different generations of rights are; and the new concerns that have emerged in the recent past. It will make students aware about the institutionalisation of the human rights and will provide knowledge on the constitutional frameworks of human rights especially in South Africa and in India. It intends further to develop analytical skills of students to reflect on the issues of structural violence and human rights in developed and developing countries. The objective is to enable students to gain insight into comparative state response to issues such as terrorism, surveillance & censorship and gender-based violence. A range of resources, including films, biographies, and official documents would be used to study each theme.

Course Learning Outcomes

The course will equip students with an understanding of debates on human rights through a comparative study of human rights concerns in different countries. While keeping India as a common case study in all thematic analyses, it will familiarise students with the historical evolution of human rights and the theoretical frameworks and core themes that inform the

debates on human rights. The course will enhance the students' understanding of state response to issues and human rights questions pertaining to structural violence, such as torture, terrorism, insecurity of minority communities, caste, race, gender-based violence and rights of adivasis from the human rights perspective.

Unit 1

I. Human Rights: Theory and Institutionalization (3 weeks)

- a. Understanding Human Rights: Three Generations of Rights
- b. Institutionalization: Universal Declaration of Human Rights
- c. Rights in National Constitutions: South Africa and India

Unit 2

II. Issues (5 weeks)

- a. Torture: USA and India
- b. Surveillance and Censorship: China and India
- c. Terrorism and Insecurity of Minorities: USA and India

Unit 3

III. Structural Violence (4 weeks)

- a. Caste and Race: South Africa and India
- b. Gender and Violence: India and Pakistan
- c. Adivasis/Aboriginals and the Land Question: Australia and India

References

I. Human Rights: Theory and Institutionalization

J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.

The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

The Constitution of India, Chapter 3: Fundamental Rights

II. Issues

a. Torture: USA and India

M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55

J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan.

D. O'Byrne, (2007) 'Torture', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 164-197.

b. Surveillance and Censorship: China and India

Gary T, Marx (1999), Surveillance Studies' in *International Encyclopaedia of the Social and Behavioural Sciences*, 2nd Edition, Vol. 23, pp. 733-741.

D. O'Byrne, (2007) 'Censorship', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 106-138.

D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.

Hualing Fu, (2014) 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', in Fergal Davis, Nicola McGarrity and George Williams (eds.), *Surveillance, Counter-Terrorism and Comparative Constitutionalism*, New York: Routledge.

Qiang, X. (2019). 'President XI's Surveillance State.' *Journal of Democracy*, 30(1), pp.53-67.

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c. Terrorism and Insecurity of Minorities: USA and India

E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53.

M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', *Social Text*, 72, Vol. 20(3), pp. 101-116.

U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219

III. Structural Violence

a. Caste and Race: South Africa and India

A. Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and Political Weekly*, Vol. 36 (30)

D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241-262.

R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: An Anthology*, Oxford: Blackwell, pp-549-574

R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp.181-198.

b. Gender and Violence: India and Pakistan

A. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253

K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443

N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146

c. Adivasis/Aboriginals and the Land Question: Australia and India

H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.254-259.

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Additional Resources:

Classic Readings:

Ram Manohar Lohia, *The Struggle for Civil Liberties: With a Foreword by Jawaharlal Nehru*, 2012.

United Nations Declaration of Human Rights (1948), United Nations, available at https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

Additional Readings:

A. Laws and V. Iacopino, (2002) 'Police Torture in Punjab, India: An Extended Survey', in *Health and Human Rights*, Vol. 6(1), pp. 195-210

D. O'Byrne, (2007) 'Theorizing Human Rights', in *Human Rights: An Introduction*, Delhi, Pearson, pp.26-70.

J. Morsink, (1999) *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pennsylvania Press, pp. ix-xiv

J. Nickel, (1987) *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press.

J. Goldman, (2005) 'Of Treaties and Torture: How the Supreme Court Can Restrain the Executive', in *Duke Law Journal*, Vol. 55(3), pp. 609-640.

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L. Rabben, (2001) Amnesty International: Myth and Reality, in *Agni*, No. 54, Amnesty International Fortieth Anniversary pp. 8-28

M. Mohanty, (2010) 'In Pursuit of People's Rights: An Introduction', in M. Mohanty et al., *Weapon of the Oppressed: Inventory of People's Rights in India*, New Delhi: Danish Books, pp.1-11

M. Cranston, (1973) *What are Human Rights?*, New York: Taplinger

M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.

R. Sharan, (2009) ‘Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.) *Legal Grounds*, New Delhi: Oxford University Press, pp. 82-112.

v. Ramraj, M. Hor and K. Roach (eds) (2005), *Global Anti-Terrorism Law and Policy*, Cambridge: Cambridge University Press,.

U. Baxi, (1989) ‘From Human Rights to the Right to be Human: Some Heresies’, in S. Kothari and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166

Teaching Learning Process

Unit	Course Learning Outcome	Teaching and Learning Activities	Assessment Method
I. Human Rights: Theory and Institutionalization	Students will understand the emergence and institutionalization of Human Rights	Theoretical class with examples from different states	Students will prepare project on institutionalization of human rights in Indian and South African constitution
II. Issues	Students will compare the status of HR in India with respect to other country	Lectures and interaction with real life stories and documentaries on issues like torture, surveillance, censorship and terrorism.	Students will be encouraged to participate in discussion on documentaries, real life reports etc
III. Structural Violence	It will help in understanding how the structures of violence get rooted in different societies	Comparative examples of structural violence like caste based in Indian, race based in South Africa and USA through lectures, power point presentation and film screening.	Students can prepare project or do field survey on any aspect of structural violence in India and can compare to other nations.

Keywords

Human Rights, Generations of rights, South Africa, India, Structural violence, terrorism, surveillance, gender-based violence.

DSE3 - Development Process and Social Movements in Contemporary India (C.3)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. Such a development strategy has involved high social reproduction costs and dispossession of vulnerable social groups giving rise to conditions of social and political contestations and struggles. A variety of protest movements have emerged to challenge this development paradigm that has also weakened the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over contemporary development paradigms and the retrieval of democratic voice of citizens.

Course Learning Outcomes

On successful completion of the course, students would be able to:

- Show knowledge of development policies and planning in India since independence.
- Understand the development strategies and their impact on industrial and agricultural sphere.
- Understand the emergence of social movements in response to the development policies adopted by successive governments.
- Demonstrate awareness of the different trajectories of specific social movements in India, their demands and successes.

Unit 1

Development Process since Independence (2 weeks)

- a. State and planning
- b. Liberalization and reforms

Unit 2

Industrial Development Strategy and its Impact on the Social Structure (2 weeks)

- a. Mixed economy, privatization, the impact on organized and unorganized labour
- b. Emergence of the new middle class

Unit 3

Agrarian Development Strategy and its Impact on the Social Structure (2 weeks)

- a. Land Reforms, Green Revolution
- b. Agrarian crisis since the 1990s and its impact on farmers

Unit 4

Social Movements (6 weeks)

- a. Tribal, Peasant and Workers movements
- b. Dalit and Women's movements
- c. Civil rights movements

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I. The Development Process since Independence

- A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.
- A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.
- P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.
- P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.
- P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.
- T. Singh, (1979) 'The Planning Process and Public Process: A Reassessment', R. R. Kale Memorial Lecture, Pune: Gokhale Institute of Politics and Economics.

II. Industrial development strategy and its impact on social structure

- A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36.
- B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.
- F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.
- L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.
- S. Shyam, (2003) 'Organizing the Unorganized', in Seminar, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.
- S. Chowdhury, (2007) 'Globalization and Labour', in B. Nayar (ed.) *Globalization and Politics in India*, Delhi: Oxford University Press, pp.516-526.
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III. Agrarian development strategy and its impact on social structure

- A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi.
- F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.
- F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp. 161-69.
- J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) *Power Matters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp. 29-32.

K. Suri, (2006) 'Political economy of Agrarian Distress', in *Economic and Political Weekly*, XLI (16) pp. 1523-1529.

P. Joshi, (1979) *Land Reforms in India: Trends and Perspectives*, New Delhi: Allied publishers.

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V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).

IV. Social Movements

G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights: Social Movements and the State in the Third World* New Delhi: Sage, pp. 353-371.

M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.

G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

A. Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28). pp. 1202-1205.

A. Roy, (2010) 'The Women's Movement', in N. Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.

N. Sundar (2007), *Subalterns and Sovereigns: An Anthropological History of Bastar (1854-2006)*, Delhi: OUP.

S. Bhowmick (2012), *Industrial Labour and Society*. Delhi: Orient Blackswan.

M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp.193-225.

S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266.

Additional Resources:

B. Nayar, (ed.), (2007) *Globalization and Politics in India*. Delhi: Oxford University Press.

S. Roy and K. Debal, (2004) *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*, Delhi: Sage.

G. Omvedt, (1983) *Reinventing Revolution, New Social Movements and the Socialist Tradition in India*, New York: Sharpe.

G. Shah, (ed.), (2002) *Social Movements and the State*. New Delhi: Sage Publications.

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- G. Rath, (ed.), (2006) Tribal development in India: The Contemporary Debate, New Delhi: Sage.
- J. Harris, (2009) Power Matters: Essays on Institutions, Politics, and Society in India. Delhi: Oxford University Press.
- K. Suresh, (ed.), (1982) Tribal Movements in India, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).
- M. Mohanty, P. Mukherji and O. Tornquist, (1998) People's Rights: Social Movements and the State in the Third World. New Delhi: Sage Publications.
- M. Rao, (ed.), (1978) Social Movements in India, Vol. 2, Delhi: Manohar.
- N. Jayal, and P. Mehta, (eds.), (2010) The Oxford Companion to Politics in India, Delhi: Oxford University Press.
- P. Bardhan, (2005) The Political Economy of Development in India, 6th impression, Delhi: Oxford University Press.
- R. Mukherji, (ed.), (2007) India's Economic Transition: The Politics of Reforms, Delhi: Oxford University Press.
- R. Ray and M. Katzenstein, (eds.), (2005) Social Movements in India, Delhi: Oxford University Press.
- S. Chakravarty, (1987) Development Planning: The Indian Experience, Delhi: Oxford University Press.

Teaching Learning Process

Students will engage in discussions on developmental processes in India since independence. They would have interactive lectures on the meanings and impacts of industrial and agrarian developmental strategies and would also be able to understand the diverse social movements that arose as a response to such strategies. They will debate the pros and cons of the shift from planned economy to neo liberal economy. It also makes the students understand the division of economy and labour in two parallel sectors- organized and unorganized and the impact of development strategies on the social structure as can be seen in the emergence of new middle class in India. It also gives them insights on agrarian development strategy specially focussing on land reforms and green revolution and their impact on political economy in India. Moreover, it also sensitizes students to the agrarian crises and its impact on farmers. The course concludes with understanding of varied social movements that emerged as a response by vulnerable sections challenging the exploitation and exclusion in social, economic and political spheres.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include written assignments, viva-voce, class presentations and participation in class discussions. Students will be assessed on the basis of their application of conceptual understanding to field-based variables. They will be required to submit project report on any one unit of the syllabus before end term examination.

Keywords

Agrarian, Development, Industrial, Planned Economy, Neo-Liberal Economy, Social movements, Strategies

DSE4 - Public Policy in India
(C.4)
Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Course Learning Outcomes

- The student is introduced to the range of ideologies that influence the policy-making process.
- The student learns how to relate public policies to politics.
- The student learns how to relate public policies to the political economy.
- The student is able to have a grasp of the role of social movements and interest groups in the making of public policy.

Unit 1

Introduction to Policy Analysis (12 Lectures)

Unit 2

The Analysis of Policy in the Context of Theories of State (12 Lectures)

Unit 3

Political Economy and Policy: Interest Groups and Social Movements (12 Lectures)

Unit 4

Models of Policy Decision-Making (12 Lectures)

Unit 5

Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments (12 Lectures)

References

I. Introduction to Policy Analysis

Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill, M. (1997) The Policy Process: A Reader (2nd Edition). London: Prentice Hall, pp. 30-40.

Dye, T.R. (2002) Understanding Public Policy. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.

Sapru, R.K.(1996) Public Policy : Formulation, Implementation and Evaluation. New Delhi: Sterling Publishers, pp. 26-46.

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सिन्हा, मनोज (2010) प्रशासन एवं लोकनीति, ओरियंट ब्लैकस्वान, नई दिल्ली

IGNOU. Public Policy Analysis. MPA-015. New Delhi: IGNOU, pp. 15-26 and 55-64.

Wildavsky, A.(2004), ' Rescuing Policy Analysis from PPBS' in Shafritz, J.M. & Hyde, A.C. (eds.) Classics of Public Administration. 5th Edition. Belmont: Wadsworth, pp.271-284.

II. The Analysis of Policy in the Context of Theories of State

Dunleavy, P. and O'Leary, B. (1987) Theories of the State. London: Routledge.

McClelland, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 53-61.

Simmie, J. & King, R. (eds.) (1990) The State in Action: Public Policy and Politics. London: Printer Publication, pp.3-21 and 171-184.

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III. Political Economy and Policy: Interest Groups and Social Movements.

Lukes, S. (1986) Power. Basil: Oxford , pp. 28-36.

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Giddens, A. (1998) The Third Way: The Renewal of Social Democracy. Cambridge: Polity Press, pp. 27-64 and 99-118.

IV. Models of Policy Decision-Making

Hogwood, B. & Gunn, L. (1984) Policy Analysis for the Real World. U.K: Oxford University Press, pp. 42-62.

Sabatier, P.L. & Mazmanian, D. (1979) 'The Conditions of Effective Policy Implementation', in Policy Analysis, vol. 5, pp. 481-504.

Smith, G. & May, D. (1997) 'The Artificial Debate between Rationalist and Incrementalist Models of Decision-making', in Hill, M. The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 163-174.

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V. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments

Self, P. (1993) *Government by the Market? The Politics of Public Choice*. Basingstoke: MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.

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Teaching Learning Process

This discipline Specific Elective paper is designed to allow the student to establish an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Each unit is planned in a way that prepares students to analytically map the theories of the state, comprehend models of decision making while giving them an introduction of Nehruvian vision. The teaching is modulated to bring in contemporary nuances of liberalisation and recent developments. Simulation activities in the classroom help students make connections between real world scenarios and theoretical concepts. The weekly seminars expose students to contemporary academic undercurrents and provide scope to make a connecting point between theory and practical scope of the study in India.

Assessment Methods

The practical, theoretical approach of this paper is to be assessed through extensive methods like student presentation, problem solving approach project, term paper, etc. as part of internal marking scheme. This paper examines the analytical approach of students through end semester written examination. The other parameters of evaluation are based on students performance in the class activity, and the unit wise quiz session done after each unit.

Keywords

Policy Analysis, Interest Groups, Policy Decision-Making, Nehruvian Vision, Economic Liberalisation

DSE5 - Colonialism and Nationalism in India
(C.5)
Discipline Specific Elective - (DSE) Credit:6

Course Objective

The purpose of this course is to help students understand historically the imposition of colonialism in India and nationalism as an ideology and movement of resistance against colonial rule. The aim is to study the different theoretical perspectives and historical explanations for colonialism and nationalism in India, the social, political and institutional practices that comprised colonial rule, and the ways in which different kinds of movements, paved the way for independence and democracy in India.

Course Learning Outcomes

On successful completion of the course, students would be able to:

- Understand and engage with the different ways in which colonialism and nationalism have been understood
- Understand of the nature of colonial rule and the way in which it consolidated itself in India
- Demonstrate awareness of the impact of colonialism on Indian economy and society
- Show knowledge of the gradual emergence of anti-colonial nationalist movement in India
- Demonstrate an understanding of the distinct periods of the nationalist movement and the nature of resistance politics adopted in different phases
- Show awareness of the various social movements, the kind of questions they raised and their contributions to the nationalist movement.

Unit 1

Colonialism and Nationalism:

- a. Main perspectives on colonialism: Liberalism, Marxism, Postcolonialism
- b. Approaches to the study of nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern interpretations

Unit 2

Colonial Rule in India and its impact:

- a. Constitutional developments and the colonial state
- b. Colonial ideology of civilizing mission: Utilitarians and Missionaries
- c. Impact on agriculture, land relations, industry and ecology

Unit 3

Reform and Resistance:

- a. The 1857 rebellion
- b. Major social and religious movements
- c. Education and the rise of the new middle class

Unit 4

Nationalist Politics and Expansion of its Social Base

- a. Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals, Formation of the Muslim League
- b. Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience, and Quit India Movements
- c. Socialist alternatives: Congress socialists, Communists
- d. Communalism in Indian Politics
- e. The two-nation theory, negotiations over partition

Unit 5

Social Movements

- a. The Women's Question: participation in the national movement and its impact
- b. The Caste Question: anti-Brahmanical Politics
- c. Peasant, Tribals, and Workers movements

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Thapar, R. (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) *Contemporary India: Transitions*. New Delhi: Sage, pp. 25-36.

2. Colonial Rule in India and its impact:

Bandopadhyay, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 37-65; 66-138.

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Sen, A.P. (2007), 'The idea of Social reform and its critique among Hindus of Nineteenth Century India', in Bhattacharya, Sabyasachi (ed.) *Development of Modern Indian Thought and the Social Sciences*. Vol X. New Delhi: Oxford University Press.

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4. Reform and Resistance:

Bandopadhyay, S. (2015, revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 139-169.

Sen, A.P. (2007), 'The idea of Social reform and its critique among Hindus of Nineteenth Century India', in Bhattacharya, Sabyasachi (ed.) *Development of Modern Indian Thought and the Social Sciences*. Vol X. New Delhi: Oxford University Press.

Bandopadhyay, S. (2008) *Eighteen-Fifty-Seven and Its Many Histories, in 1857: Essays from Economic and Political Weekly*, Hyderabad: Orient Blackswan. pp.1-22.

5. Nationalist Politics and Expansion of its Social Base

Bandopadhyay, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 227-323; 405-438.

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6. Social Movements:

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Additional Resources:

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Islam, S. (2004) 'The Origins of Indian Nationalism', in *Religious Dimensions of Indian Nationalism*. New Delhi: Media House, pp. 71-103.

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Singh, Abhay Prasad, Bharat mein Upaniveshvaad, Orient Blackswan, 2014.

Singh, Abhay Prasad, Bharat mein Rashtravaad, Orient Blackswan, 2014.

Mani, B.R. (2005) Debrahmanising History, Dominance and Resistance in Indian Society. New Delhi: Manohar Publishers.

Teaching Learning Process

Students will have interactive lectures on various perspectives on colonialism and nationalism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins with a theoretical overview and then moves on to provide an understanding of historical factors shaping nationalist movement. It will involve detailed discussion on various phases of nationalist movement including the role of Gandhi. The last unit will engage students on questions pertaining to women, caste, peasants, tribes and workers using analytical literature.

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include assignments, class presentations and viva-voce. Students will be assessed on the basis of their ability to think critically. Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

Keywords

Colonialism, Nationalism, 1857 Rebellion, Gandhi, Social Movements

DSE6 - India's Foreign Policy in a Globalizing World (C.6)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

Course Learning Outcomes

- Students will learn about India's diplomatic maneuvers in an essentially interest and power seeking global hierarchical relationship.
- Students will also learn about the challenges India faces in securing its interests as a postcolonial state.
- The study of India's ability to engage with powerful nations of the world like US, Russia and China will help students understand India's perspective on international relations.
- The course will enhance students' understanding of India's strategies in South Asia.
- Students will also learn about India's negotiation strategy in dealing with global trade, environment and security regime.

Unit 1:

India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power (7 lectures)

Unit 2:

India's Relations with the USA and Russia (9 lectures)

Unit 3:

India's Engagements with China (6 lectures)

Unit 4:

India in South Asia: Debating Regional Strategies (9 lectures)

Unit 5:

India's Negotiating Style and Strategies: Trade, Environment and Security Regimes (11 lectures)

Unit 6:

India in the Contemporary Multipolar World (6 lectures)

- a) EU
- b) BRICS
- c) SCO

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- Ian Hall (ed) (2014), *The Engagement of India: Strategies and Responses*, Washington, DC, Georgetown University Press.
- Muchkund Dubey, (2016), *India's Foreign Policy: Coping with the Changing World*, New Delhi, Orient Blackswan Pvt. Ltd.
- Harsh V.Pant (ed), (2009), *India's foreign Policy in a Unipolar World*, New Delhi, Routledge.
- Harsh V. Pant (2016), *India's Foreign Policy-An Overview*", New Delhi: Orient Blackswan.
- Harsh V. Pant (ed) (2019), *New Directions in India's foreign Policy: Theory and Praxis*, New Delhi: Cambridge University Press.
- David M. Malone, (2011), *Does the Elephant Dance? Contemporary Indian Foreign Policy*, New Delhi, Oxford University Press.
- Sumit Ganguly (ed),(2016), *Engaging the World-Indian Foreign Policy since 1947*, New Delhi, Oxford University Press.
- S. Ganguly and M.S. Pardesi, "Explaining Sixty Years of India's Foreign Policy", *India Review*, Vol.8 (1) pp.4-19.
- B.R. Nayar & T.V.Paul (2004) "Major-power Status in the Modern World-India in Comparative Perspective" in B.R Nayar and T.V Paul (eds), *India in the World Order: Searching for major Power Status*, New Delhi, Foundation Books & Cambridge University Press, pp.27-64
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- R.S. Yadav and S. Dhanda (eds) (2009) "India's Foreign Policy: Contemporary Trends", New Delhi: Shipra Publications.
- R. Dahiya and Ashok K Behuriya (eds) (2012), "India's Neighbourhood: Challenges in the next two Decades", New Delhi, Pentagon Security International and IDSA.
- Amitabh Mattoo and Happymon Jacob, (eds), (2014), "India and the Contemporary International System", New Delhi, Manohar Publications in collaboration with RCSS Colombo.
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- Air Vice Marshal Kapil Kak (ed.), (2010), *Comprehensive Security for an Emerging India*, New Delhi, KW Publishers Pvt. Ltd in association with Centre for Air Power Studies
- R. Sikri (2009), *Challenge and Strategy: Rethinking India's Foreign Policy*, New Delhi, Sage.
- U. Shankar, "India's Afghan Policy: An Evaluation", *Contemporary Central Asia*, vol. VI, No1-2 pp. 55-73.
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- C. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp.3-31.
- W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trusts with Democracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.
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- M. Zafar, (1984) *India and the Superpowers: India's Political Relations with the Superpowers in the 1970s*, Dhaka, University Press, Chapter 1.
- R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in *South Asian Survey*, Vol. 15 (1), pp. 5–32.
- C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.
- A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in *International Affairs*, Vol. 82 (1), pp. 59-76.

Additional Resources:

Classic Readings

- A. Appadorai, (1984), *Domestic Roots of Foreign Policy*, New Delhi: Oxford University Press
- J. Bandhopadhyaya (1970) *The Making of India's Foreign Policy*, New Delhi: Allied Publishers
- M.S. Rajan (1999) *India and International Affairs : A Collection of Essays*, New Delhi: Lancer Books.
- J. N. Dixit (1998), *Across Borders: Fifty Years of India's Foreign Policy*, Delhi: Sangam Books.

Hindi Readings

- सुमित गांगुली (2018), *भारत की विदेश नीति: पुनरावलोकन एवं संभावनाएं*, अनुवादक: अभिषेक चौधरी, दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस।
- आर. एस . यादव (2013), *भारत की विदेश नीति*, दिल्ली: पियर्सन एजुकेशन।
- पुष्पेश पन्त (2010), *भारत की विदेश नीति*, दिल्ली: मकग्राहिल एजुकेशन।
- जे . एन . दीक्षित (2018), *भारतीय विदेश नीति*, दिल्ली: प्रभात प्रकाशन।

Additional Readings:

H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System, Palgrave Macmillan: London.

D. Mistry, (2006) 'Diplomacy, Domestic Politics, and the U.S.-India Nuclear Agreement', in Asian Survey, Vol. 46 (5), pp. 675-698.

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S. Cohen, (2002) *India: Emerging Power*, Brookings Institution Press.

V. Sood, (2009) 'India and regional security interests', in A. Ayres and C. Raja Mohan (eds), *Power realignments in Asia: China, India, and the United States*, New Delhi: Sage.

Online Resources:

Government of India's Ministry of External Relations website at <http://www.mea.gov.in/> and specially its library which provides online resources at <http://mealib.nic.in/>

The Council of Foreign Relations has a regularly updated blog on India's foreign policy: <http://www.cfr.org/region/india/ri282>

Centre for Policy Research's blog on IR and strategic affairs though it is not exclusively on India's foreign policy. <http://www.cprindia.org/blog/international-relations-and-security-blog>

Institute for Defence Studies and Analyses: <http://www.idsa.in/>

Research and Information System: www.ris.org.in/

Indian Council of World Affairs: www.icwa.in/

Institute of Peace and Conflict Studies: www.ipcs.org/

Indian Council for Research on International Economic Relations: www.icrier.org/

Teaching Learning Process

This Discipline Specific Elective course is modelled to acquaint the students with India's foreign policy evolution and contemporary strategies. Therefore this paper will be highly engaging involving students at every stage. Though the class will have power-point presentations and conventional lectures involving chalks and boards, students will be encouraged to have group discussions. Students will be taught to strategize in a simulating international event which will help the students to understating India's decision making process. Distinguished persons engaged in statecraft will also deliver lecture to students on various issues.

Assessment Methods

This paper will assess the students not only in their internal assessment exam and end semester exam but also according to their performance in the group discussion. High premium will be paid to the quality of strategy generated by the students during debate and discussions.

Keywords

India's Foreign Policy, India-China, India-US, India-Russia, India and South Asia

DSE7 - Feminism: Theory and Practice
(C.7)
Discipline Specific Elective - (DSE) Credit:6

Course Objective

The aim of this course is to introduce feminist theory to the students and to explain them about contemporary debates on feminism and the history of feminist struggles. The course is meant to inculcate feminist perspective in the young minds.

Course Learning Outcomes

After completing this course, the students will be able to:

- Understand the concept of patriarchy and different approaches of feminism
- Understand different trajectories of history of feminism as it developed in western, socialist and Indian contexts.
- Make sense of how patriarchy functions within the family.

Unit 1

Feminist Theories, Approaches and Concepts: (22 Lectures)

Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
Key Concepts in Feminism: Patriarchy, Masculinities, Sexuality, Queer
Liberal, Socialist, Marxist, Radical feminism
New Feminist Schools/Traditions- Postmodernist feminism, Postcolonial Feminism

Unit 2

History of Feminism (22 Lectures)

Origins of Feminism in the West: France, Britain and United States of America
Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
Social Reform Movements and history of Women's struggle in India

Unit 3

Women's Movement in India (16 Lectures)

Women's Movement in Contemporary India (1970s to present)- Issues and Debates
Women and Society: Family, Property Rights, Personal Laws
Women and Labour: Sexual Division of Labour, Unpaid Work, Feminisation of Labour, Gender and Development
Women and Politics: Women's Representation and Participation in Democratic Institutions

References

I. Feminist Theories, Approaches and Concepts

Richardson, D. (2008) 'Conceptualizing Gender' in D. Richardson and V. Robinson, (ed) (2008). *Introducing Gender and Women's Studies (3rd Edition)*. New York: Palgrave Macmillan

Geetha, V. (2002) *Gender*. Calcutta: Stree.

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

Jagger, A. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

Hines, S. (2008) 'Feminist Theories' in Richardson, D. and Robinson, V. (ed.) (2008). *Introducing Gender and Women's Studies (Third Edition)*. New York: Palgrave Macmillan

Jackson, S. and Jones, J. (ed.) (1998) *Contemporary Feminist Theories*. Edinburgh University Press, pp. 12-33, 98-112, 131-146, 177-193

II. History of Feminism

Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

III. Women's Movement in India

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust

John, Mary E. (ed.) (2008). *Women's Studies in India: A Reader*. New Delhi: Penguin

Basu, A. (2011). 'Gender and Politics' in Jayal, N.G and Mehta, P.B (ed.) (2011). *The Oxford Companion to Politics in India: Student Edition*, New Delhi: OUP

Additional Resources:

Beauvoir, Simone de (1949), *The Second Sex*, London: Vintage Books.

Wollstonecraft, Mary (1793), *Vindication of the Rights of Woman*, Dublin: J. Stockdales.

Mill, J.S. (1870), *The Subjection of Women*, New York: D. Appleton and Company.

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

Mohanty, C.T. (2003). *Under Western Eyes: Feminist Scholarship and Colonial Discourses in Feminism without Borders: Decolonizing Theory, Practicing Solidarity*

Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.

Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatree. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.

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<http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf>

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Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

Readings in Hindi

मेनन, निवेदिता, साधना आर्या और जिनी लोकनीता (ed.), नारीवादी राजनीति: संघर्ष एवं मुद्दे, दिल्ली: हिंदी माध्यम कार्यन्वय निदेशालय, 2001.

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

Gender, Sex, Feminism, Women's Movement.

DSE8 - Dilemmas in Politics
(C.8)
Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course will explore, analyze and evaluate some of the central issues, values and debates in the contemporary world that have a bearing on normative political inquiry. The issues selected as dilemmas, though not exhaustive, are some of the salient ones discussed across societies.

Course Learning Outcomes

After taking this course, the learner will be able to appreciate:

- Why these dilemmas are part of the human condition; and
- How societies negotiate them politically.

Unit 1

The Moral Economy of Violence (2 weeks)

Unit 2

Social Exclusion, Capabilities and the Politics of Empowerment (2 weeks)

Unit 3

Global Justice and Cosmopolitanism (2 weeks)

Unit 4

Feminism and the Politics of Interpretation (2 weeks)

Unit 5

Debating human rights: the politics of Humanitarian Intervention (2 weeks)

Unit 6

Ecology and Political Responsibility (2 weeks)

References

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Hobbes, T. (1994) *Leviathan*, ed. Edwin Curley. Indianapolis: Hackett (Chapters 13 and 14).

Arendt, H. (1969) *On Violence*. New York: Houghton Mifflin Harcourt Publishing Company.

Tilly, C. (2003) *Politics of Collective Violence*. New York: Cambridge University Press, pp. 1-54.

Ungar, M., Bermanzohn, S. A. and Worcester, K. (2002) 'Violence and Politics', in Ungar, M., Worcester, K. (eds), *Violence and Politics: Globalization's Paradox*. New York: Routledge, pp. 1-12.

II. Social Exclusion, Capabilities and the Politics of Empowerment

Sen, A. (1995) *Inequality Reexamined*. New Delhi: Oxford University Press, pp. 39-55, 73-87.

Sen, A. (1998) *Development as Freedom*. New Delhi: Oxford University Press, pp. 87-110.

Sen, A. (2000) *Social Exclusion: Concept, Application, and Scrutiny*. Social Development Papers No. 1 (June), Asian Development Bank.

III. Global Justice and Cosmopolitanism

Fabre, C. (2007) *Justice in a Changing World*. Cambridge: Polity Press, pp. 95-112.

Held, D. (2005) 'Principles of Cosmopolitan Order', in Brock, G. and Brighouse, H. (eds), *Political Philosophy of Cosmopolitanism*. Cambridge: Cambridge University Press, pp. 10-38.

Sypnowich, C. (2005) 'Cosmopolitans, Cosmopolitanism and Human Flourishing', in Brock, G. and Brighouse, H. (eds), *Political Philosophy of Cosmopolitanism*. Cambridge: Cambridge University Press, pp. 55-74.

IV: Feminism and the Politics of Interpretation

Jaggar, A. (1983) *Feminist Politics and Human Nature*. Forbes Boulevard: Rowman and Littlefield, pp. 1-13; 353-394.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 265-288.

Shanley, M. and Pateman, C. (1991) 'Introduction' in M. Shanley and C. Pateman (eds), *Feminist Interpretations and Political Theory*. Cambridge: Polity Press, pp. 1-10.

V. Debating human rights: the politics of Humanitarian Intervention

Orend, B. (2002) *Human Rights: Concept and Context*. Peterborough: Broadview Press, pp.15-101, 129-190.

Coady, C. A. J. (2008) 'War and Intervention', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 56-79.

Keohane, R. O. (2003). 'Introduction', in Holzgrefe, J. L. and Keohane, R. O. (eds) *Humanitarian Intervention: Ethical, Legal and Political Dilemmas*. New York: Cambridge University Press. pp. 1-14.

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Smits, K. (2009). 'Can Military Intervention in Other Countries be Justified on Humanitarian Grounds?', in *Applying Political Theory: Issues and Debates*. Palgrave Macmillan, pp. 209-229.

Parekh, B. (1997). 'Rethinking Humanitarian Intervention', *International Political Science Review*, 18: 49-69.

VI. Ecology and Political Responsibility

Eckersley, R. (1992) *Environmentalism and Political Theory: Towards an Ecocentric Approach*, London: UCL Press, pp. 1-71.

Clark, M. (1993) 'Environmentalism', in Bellamy, R. (ed.), *Theory and Concepts of Politics*. New York: Manchester University Press, pp. 243-264.

Bryant, R. L. & Bailey, S. (1997) *Third World Political Ecology: An Introduction*, London: Routledge, pp. 27-47.

Jamieson, D. (2008) 'Environment', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 313-335.

Smits, K. (2009). 'Should the Natural Environment be Protected for Future Generations?', in *Applying Political Theory: Issues and Debates*. Palgrave Macmillan. pp. 230-250.

Additional Resources:

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Dobson, A. (2000) *Green Political Thought*. London: Routledge.

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Gunn, R. (1993). "Politics and Violence", Bellamy, R. (ed.), *Theories and Concepts in Politics: An Introduction*. New York: Manchester University Press, pp. 265-292.

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Okin, S. M. (1989) *Justice, Gender and the Family*. New York: Basic Books.

Readings In Hindi

भार्गव, राजीव और आचार्य, अशोक (संपादक), राजनीतिक सिद्धांत: एक परिचय, दिल्ली: पिएर्सन, 2011

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve

methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

Violence, Social Exclusion, Empowerment, Global Justice, Feminism, Human Rights, Ecology
